DOCUMENT RESUME

ED 430 350 EC 307 200

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TITLE Using Cooperative Grouping and Group Reinforcement To Increase Work Completion with Severely Emotionally Disordered Students.

PUB DATE 1998-07-16

NOTE 76p.; M.S. Practicum, Nova Southeastern University.

PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Academic Achievement; Behavior Modification; *Cooperative Learning; Elementary Education; *Emotional Disturbances; *Grouping (Instructional Purposes); *Peer Relationship; Peer Teaching; Pretests Posttests; *Reinforcement; Social Studies

ABSTRACT

This paper describes the outcomes of a program developed and implemented to increase work completion in social studies, along with attending and cooperative behaviors for suburban elementary school students with severe emotional disturbances (SED). The objectives of the program were to increase the work completion of at least 6 of the 8 students with SED by at least 1 assignment during post-testing as compared to the teacher-made checklist documenting assignments completed during pre-testing, to increase attending behavior by 20 percent, and to demonstrate an increase of 20 percent in cooperative behaviors as documented on the teacher made observation record. Strategies implemented included group development, cooperative grouping, and group reinforcement. The target group was taught how to work cooperatively in three phases: teams of two, four, and whole class. During implementation, group reinforcement was used to motivate students to complete social studies assignments while working collectively together. All of the program objectives were met, with the target group showing improvement in all areas. Appendices include a checklist for assignments completed and classroom observation records for attending and cooperative behaviors. (Contains 24 references.) (Author/CR)

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# USING COOPERATIVE GROUPING AND GROUP REINFORCEMENT TO INCREASE WORK COMPLETION WITH SEVERELY EMOTIONALLY DISORDERED STUDENTS

by

Ivette M. Orizondo

A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for degree of Master of Science

An abstract of this report may be placed in the University database system for reference

July 16, 1998

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## ABSTRACT

Using Cooperative Grouping and Group Reinforcement to Increase Work Completion with Severely Emotionally Disordered Students.

Orizondo, Ivette M., 1998. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education

Descriptors: Severely Emotionally Disordered/Work Completion/ Attending/On-Task/Cooperative Grouping/Social Studies/ Group Reinforcement/Elementary

This program was developed and implemented to increase work completion in Social Studies, along with attending and cooperative behaviors for severely emotionally disturbed (SED) students in a suburban elementary school. The objectives for the program were for six of the eight students in the target group to increase work completion by at least one assignment during post-testing as compared to the teacher made checklist documenting assignments completed during pre-testing, to increase attending behaviors by 20% as reported on the teacher made observation record, and to demonstrate an increase of 20% in cooperative behaviors as documented on the teacher made observation record. Strategies implemented included group development, cooperative grouping, and group reinforcement. The target group was taught how to work cooperatively in three phases: teams of two, four, and whole class. During implementation, group reinforcement was used to motivate students to complete Social Studies assignments while working collectively together. All of the program objectives were met with the target group showing improvement in all areas. Appendices include a checklist for assignments completed and classroom observation records for attending and cooperative behaviors.

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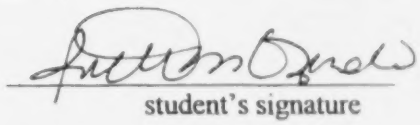
I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of others in the field and in the hope that my own work, presented here, will earn similar respect.



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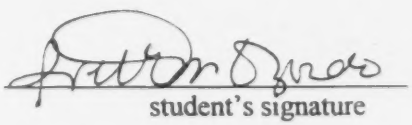

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Student's name Ivette M. Orizondo Completion date May 29, 1998

Project site Ludlam Elementary School

Mentor's name Kevin Hart (Hart)
*print* *signature*

Mentor's position at the site Asst. Principal Phone #(305) 447-5551

Comment on impact of the project (handwritten):

This project has proven to have had a significant affect on the children in our SED intermediate classroom. The results have proven that the strategies utilized were effective. I'm sure that this experience will impact Miss Orizondo's instructional outlook in the future.

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## CHAPTER I

## Purpose

### Background:

### Community and School Setting

The practicum setting was a public elementary school in a suburban neighborhood. The majority of the students came from low to middle socioeconomic backgrounds. Most of the students lived within a two mile radius of the school. The Gifted Magnet and the SED Program, addressed later in this chapter, bused qualifying students from neighboring regions.

School records showed that there were 511 students enrolled. Of this total, 27% were White non-Hispanic, 37% were African American, 31% were Hispanic, and 5% were of Asian or multi-racial background. Limited English Proficient children made up 7.6% of the student body. The student attendance rate was 95.08%, and the student mobility rate index was 31.

Each grade level, exclusive of pre-kindergarten, was comprised of two self-contained regular classes and one self-contained gifted class. In addition, there were two units of Alternative Education that serviced students identified as at risk

in grades four and five. A program designed to meet the needs of elementary age students having severe emotional disorders was also in place and will be discussed later in this chapter. The average class size was 22.5 students for each grade level.

**Faculty, Administration, and Students**

The school's administration consisted of one principal, one assistant principal, and one guidance counselor. Each attended to students in all grade levels. Thirty-four teachers comprised the faculty. Twenty-three taught in the regular program and 11 in the area of exceptional student education. Of the total number of teachers, 22 were White non-Hispanic, eight were African American, and four were Hispanic. Forty-eight percent of the instructional staff had a Masters Degree, while 10% had acquired a Specialists Degree.

**School Programs**

The school offered a variety of programs to assist in meeting student and parent needs. The Parent-Teacher Association was one such program which was highly active in the school. Parent volunteers were involved in school activities in a variety of capacities. They sponsored fund raising events, assisted in extra curricular activities, served as tutors, and performed office tasks.

The school also housed a full-time Gifted Magnet program. This program bused students from neighboring schools who qualified as "gifted" as measured by intelligence and creativity on tests whose purpose was to measure these traits. One hundred thirty-seven children were enrolled in this program.

The school also had two Drop Out Prevention classrooms. Students who were thought to be "at risk" were enrolled in this program. Class size averaged 20 students per teacher and paraprofessional. Smaller class size and two facilitators helped foster more individualized attention to "at risk" students.

There were two Pre-Kindergarten Early Intervention classrooms at the school. This program consisted of two self-contained classrooms with 20 students in each who were considered at-risk due to an array of factors as determined by the program's criteria. The program consisted of a Teacher/Paraprofessional model and an Associate Educator model. Both models worked to give students experiences which foster school readiness. Family involvement was an integral part of this program.

There was a small ESE (Exceptional Student Education) Program at the school. One certified ESE teacher worked full-time with 17 specific learning disabled (SLD) students. This program

offered extra academic help to students with special learning needs.

There were two components to the Foreign Language Program offered at the school: Spanish (S, SL) and English as a Second/Other Language (ESOL). With parent permission, students were able to participate in Spanish classes for Spanish speakers (S) or students learning Spanish as a second language (SL). ESOL classes assisted students who were not English proficient. The program consisted of placing students at different levels according to their mastery of the English language. At level one, students neither spoke nor understood any English. Levels two and three promoted understanding the language and preliminary communication using the language. By level four, the students were almost always using English to communicate, reverting to their native language when they had difficulty. Students exited the program after reaching the fifth level and were monitored in a regular classroom setting for one year. Each component was taught by one certified teacher.

The school also offered before and after school care at a small fee. Children engaged in different learning activities with trained counselors. If families had more than one child in the program, fees were reduced.

Another program offered at the school which directly correlates with this practicum was the SED Program. The SED (Severely Emotionally Disturbed) Program was a short term diagnostic program. This program served severely emotionally disturbed (SED) students through a school mental health agency cooperative model. This program began as a model demonstration program initially funded by the Bureau of Education for the Handicapped to meet the multiple needs of elementary SED students and their families.

This site consisted of two self-contained classrooms serving 16 students, ages 6-12. There was a teacher and an assistant in each classroom to maximize structure and focus on reinforcing appropriate behavior. The program also had a full-time psychologist, two part-time social workers, one part-time art therapist, one PE teacher, and one full-time education specialist. Along with the structured program, students attended art and music classes taught by the school's regular art and music teachers. Group therapy was offered once a week. Family Therapy was offered in the evenings, throughout the year, to help parents develop more effective coping methods.

**Personal Assigned Role**

The writer was in her sixth year of classroom instruction

and had experience teaching pre-kindergarten, kindergarten, and third grade. The writer was the Pre-Kindergarten Early Intervention teacher at the school. Since the writer was not a SED or EH teacher, the writer chose to work with the SED intermediate class as the target group for this practicum. In cooperation with the classroom teacher and SED Program support staff, special training in reference to implementation of proposed strategies took place in order to complete the practicum.

**Relationship to the Problem**

The writer trained the teacher and support staff on implementation strategies. The writer worked directly with the teacher and target group in order to implement this practicum. All materials used were provided by the writer.

**Degree of Control Over the Problem**

The writer, teacher, and assistant in the TOPS intermediate classroom implemented the practicum with the writer's guidance. The writer interacted daily with participating staff in order to answer questions, offer support, and monitor progress. The writer also interacted directly with the target group on a weekly basis in order to have hands-on experience in the implementation of this practicum.

**Problem Statement:**

## Description of the Problem

The writer was a Pre-Kindergarten Early Intervention teacher at the site. Therefore, the writer, with the guidance of the mentor, chose to work with the SED intermediate class, including the teacher, paraprofessional and support staff. Upon an informal interview with the classroom teacher, it was revealed that the students were not doing as well as they should be doing in Social Studies. The teacher stated that the students were not turning in completed work and therefore had to miss time from other subjects to make-up the incomplete assignments. During the initial interview, the classroom teacher further stated that the students did not pay attention during the lesson and would rarely interact with each other. Several informal class observations revealed that there were three problems which occurred during Social Studies which warranted further investigation: Students did not complete their assignments, they were off-task during the majority of the lessons, and they were uncooperative with their peers during whole group instruction. The writer conducted a formal needs assessment to statistically document the problems facing the target group. It will be presented in a special section later in this proposal.

## Description of Target Group

The target group was an intermediate class of eight SED students ages 9-12. Of this total, seven students were male and one was female. There were four Hispanic students, three White students, and one Black student. One student was in third grade, two were in fourth grade, and five were in fifth grade. Each student in the target group suffered from one or more of the following disorders: severe depression/suicidal, selective mutism, oppositional defiant disorder, pervasive developmental disorder, borderline personality disorder, ADHD, and post-traumatic stress disorder.

The staff members that were involved with this practicum included the classroom teacher and support staff in direct contact with the student target group. The classroom teacher was a 36 year old Hispanic female who had taught SED students for 12 years. The assistant was a 35 year old Black female who had worked with SED students for eight years. Other support staff which were included in the implementation of this practicum was one education specialist (Black female, 38 years old) and one psychologist (White female, 43 years old).

**Statistics of Target Group to Document the Problem**

The writer conducted a needs assessment to document the problems occurring during Social Studies. Upon analysis of 10

Social Studies assignments given to the target group, the highest percentage of assignments completed was 60% by two out of the eight students. Two students turned in 50% of the assignments and the remaining four students turned in only 30% of the assignments completed. The above statistics verified the teacher's concerns about incomplete work (Appendix A, p. 58).

Formal classroom observations demonstrated that students were not on-task a great percentage of the time devoted to the lesson. On-task behavior, as defined by Salend and Sonnenschein (1989), included "...eyes and/or pencil on the required book, work-book, paper, or assignment. Additionally, on-task behavior included eyes on peers discussing the material and eyes on the teacher when instructions, directions, and feedback were being given. On-task behavior also included comments related to the materials being covered in class" (p. 50).

Observations of attending behaviors during three Social Studies lessons revealed that the average percentage of time on-task was 44.58%. The highest percentage of time on-task in any one of the given observations was 70% by one student during one lesson, while the lowest percentage was 30% demonstrated by four students on seven separate occasions. The writer's observations supported the teacher's concerns about attending

behaviors (Appendix B, p. 60).

The writer observed the target group during three consecutive Social Studies lessons to document cooperative behaviors. Cooperative behaviors included both verbal and non-verbal behaviors (Appendix C, p. 62). Salend and Sonnenschein (1989) defined cooperative verbal behaviors as "...verbalized requests for assistance or instruction, verbalizations of friendship, concern or congratulations, and cheering" (p. 50). Cooperative non-verbal behaviors where defined as "gestures of friendship, concern, or congratulations (e.g. hand-shaking, back patting, hugging) and gestures of assistance" (Salend & Sonnenschein, 1989, p. 50).

Students with severe emotional disorders tend to respond primarily to individualized instruction (Cartledge & Cochran, 1993). During Social Studies, which was taught to the whole group, the students did not seem to concentrate on their lessons, nor did they react favorable to having their peers in such close proximity. The average daily number of cooperative verbal or non-verbal behaviors demonstrated was 4.7 by four out of the eight students. Out of the eight possible behaviors to observe, the students only demonstrated two: verbalized requests for assistance and gestures of assistance. Four out of the eight

students did not demonstrate any cooperative behaviors during the sessions observed. The above stated statistics, along with the statistics stated throughout this chapter, supported the writer in concluding that problems existed during the target group's Social Studies class which interfered with academic achievement and positive peer relations.

**Probable Causes and Observable Effects**

Educational programs for SED students focus on high levels of teacher control over student behavior. Most lessons are conducted on a one-to-one basis in order to control behavior and achieve higher productivity. The problem facing the target group's teacher was the need to conduct lessons using the group as a whole in order to promote generalization. The students needed to learn how to work together if there was to be any hope of mainstreaming into the regular classroom. The group was not ready to move from individualized instruction into whole group instruction without implementing transitional grouping in order to get them used to working with other students. Students needed to be taught to work together and motivated to view the group as a team, not an aggregate of individuals thrown together. The target group was in great need of intervention if generalization and mainstreaming was to ever be possible.

## Discrepancy Statement

As evidenced by the problem presented in this chapter, there was a discrepancy between how the target group was performing and how the group should have been performing during Social Studies. Specifically, the purpose of this study was to improve student responsiveness in the area of work completion (42.5% prior to pre-testing) and increase work completion to a more appropriate level such as 60%.

## Outcome Objectives

In order to evaluate the success of this practicum, the writer developed the following objectives:

During 12 weeks of participation in this practicum, six of the eight students in the target group will demonstrate an increase of at least one Social Studies assignment completed as evidenced by a teacher made checklist (Appendix D, p. 64).

During the 12 week period, six of the eight students in the target group will demonstrate an increase in attending behaviors by 20% during Social Studies lessons as reported in the teacher made observation record (Appendix E, p. 66).

During the 12 week implementation period, six of the eight students in the target group will demonstrate an increase of 20% in cooperative behaviors during Social Studies as documented on

the teacher made observation record (Appendix F, p. 68).

It was the writer's goal during this practicum to increase the target group's attending and cooperative behaviors in order to promote higher academic achievement. If successful, these objectives were to lead to students actively participating in their acquisition of knowledge while promoting cooperative peer relations which were desperately needed within this population of special education students if mainstreaming and generalization was to occur.

## CHAPTER II

## Research and Planned Solution Strategy

### Research

Increasing self-control for students with severe disabilities is a crucial step toward normalization (Cosden, Gannon, & Haring, 1995). A growing emphasis of research and practice has been on the development of effective strategies for improving social behaviors along with academic performance. The following literature directly related to this practicum in that it either targeted one of the target behaviors to be remediated or targeted a combination of behaviors which were in direct correlation to this practicum.

Cosden, Gannon, and Haring (1995) developed a program in which task completion was the target behavior in Phase 1 and task accuracy was the target behavior in Phase 2. The effects of teacher-control versus student-control over academic task and reinforcement selection were evaluated for three 11-13 year old males with severe behavior problems. Students were able to select rewards and tasks from lists generated by the teacher. Under teacher-control conditions, the teacher chose rewards and

tasks but attempted to make selections similar to those made by the students. When the student, rather than the teacher, had control over task assignments and choice of reinforcement, task performance improved an average of 47%.

While either student control over task assignments or student control of reinforcement resulted in the attainment of higher academic performance, a combination of procedures was the most effective instructional situation. The possible applicability of this study to this practicum was the direct correlation to the outcome objective dealing with task completion. A reinforcement strategy was used in order to motivate students to complete their work.

Dyer, Dunlap, and Winterling (1990) conducted a study which assessed the impact of choice-making on the serious problem behaviors of three students with mental retardation and/or severe autism. Problem behaviors addressed in this study included not attending to the task at hand and task completion. Using a reversal design, students were given opportunities to make choices among instructional tasks and reinforcers.

The results showed consistently reduced levels of problem behaviors when the students were given opportunities to make choices among reinforcers. When choices were present, problem

behaviors decreased to an average low of 5%. A reversal to the no-choice condition resulted in an immediate increase in problem behavior with an average of 78%. The choice condition always produced lower levels of problem behaviors as opposed to the no-choice condition. This study further encouraged the use of reinforcers to increase desired behaviors.

Clarke, et al. (1995) explored the effects of incorporating student interests in curricular activities to reduce levels of problem behaviors and increase response rate and work completion. Four boys in elementary school, ages five to eleven, served as the participants in this study. Each child had been identified as having a history of disruptive problem behaviors. A reversal design was used to compare the original "standard assignment" with the modified "interesting assignment". A minimum of an ABAB was conducted for each participating student.

The results showed consistent reductions in disruptive behavior and improvements in desirable behavior when preferred activities were scheduled. Data on response rate and work completion also favored the more interesting assignments. In relation to this practicum, this study contributed to a growing recognition that curricular modifications, which included student

interests, have significant influences on the behavior of students in the classroom.

Maheady, Sacca, and Harper (1988) conducted a study in which the effects of classwide peer tutoring (CWPT) were analyzed in reference to academic performance. Fourteen mildly handicapped and 36 nondisabled students enrolled in three 10th-grade social studies classrooms were examined. Effects were analyzed using a multiple baseline design across settings with a withdrawal of treatment in two of the classrooms.

Results indicated that CWPT increased the average score on weekly tests by 21 points. Failing grades were virtually eliminated and no mildly handicapped students received grades below "C". This study revealed that having students work together in a cooperative fashion directly influenced academic performance in a positive manner.

Frick, et al. (1991) assessed academic underachievement (AU) among 177 clinic-referred boys diagnosed as having attention-deficit hyperactivity disorder (ADHD) or conduct disorder (CD). The authors investigated the prevalence of AU with ADHD and CD using a formula that controls for both regression and age effects in the discrepancy between intelligence and academic achievement. The study further

investigates which forms of behavior disturbance are directly associated with learning problems.

An association was found between academic underachievement and both attention deficit disorder and conduct disorder. Although this study confirms association between academic underachievement and ADHD, it did not define the cause of this association. The authors state that a child who was having difficulty learning may look more inattentive and distractible than other children. This statement directly related to this practicum in that the material being presented to the target group was too difficult, therefore, the students did not attend to the task at hand and did not complete individual assignments. Task difficulty would be analyzed.

Shores, Gunter, Denny, and Jack (1993) wrote an article which analyzed the effects of classroom influences on aggressive and disruptive behaviors of students with emotional behavioral disorders (EBD). The authors stated that EBD has one of the worst prognosis for successful academic achievement. After reviewing several studies related to task difficulty, the authors concluded that the students engaged in severe aberrant behavior resulted from being confronted with tasks that were beyond their skill level. When the task had a high level of difficulty, students

commonly engaged in delay responses such as complaining about the task, or more serious disruptive behavior to avoid completing the task altogether. Tasks below instructional level (too easy) may also result in avoidance behaviors. Students may postpone doing an activity if they find it "boring". The authors suggested giving the students a choice of academic tasks to reduce disruptive behaviors and increase on-task behavior.

DePaepe, Shores, and Jack (1996) conducted a study directly relating to the effects of task difficulty on the disruptive and on-task behavior of students with behavior disorders. Two students, aged nine and 12, participated in the study. Both were diagnosed with severe behavior disorders and were receiving special education services in self-contained classrooms within an elementary or middle school. The study used an ABAB design to examine the effects of the difficulty level of academic tasks on disruptive and on-task behaviors.

Results indicated that lower percentages of time on-task and higher percentages of time engaged in disruptive behavior were directly associated with difficult tasks. For example, in this study, the two boys each displayed a similar pattern of skipping problems that were more complex even though they had been instructed to complete each problem. This study suggested the

use of effective instructional strategies in conjunction with more precise matching of academic materials to students' levels of performance would decrease disruptive behaviors while promoting positive gains in students academic performance.

A study was conducted by Dunlap, Foster-Johnson, Clarke, Kern, and Childs (1995) which assessed modifying activities to produce functional outcomes in reference to problem behaviors demonstrated by students with disabilities. Three students, aged nine to 13, were used as participants in this study. The students had disabilities and diverse labels which included autism, mental retardation, and emotional and behavioral disorders. In each case, the instructional objective was held constant while the context of the activity was modified as to produce an outcome that was judged to be meaningful and reinforcing.

Results indicated that reversal designs showed each student exhibiting less problem behavior and more on-task responding when the modified activity was presented. The results were consistent across different tasks. This study related to the practicum in that it implied that instructional activities can be modified while maintaining the integrity of the instructional objective, and these modifications can produce notable improvements in student behavior.

McIntyre and Brulle (1989) conducted a study on the effectiveness of various types of teacher directions with students having severe behavior disorders (SBD). The subjects in this study were 24 students, aged nine to 16, attending a self-contained school for students labeled severely behaviorally disordered. Trained observers collected data regarding staff instructions and student responses. The authors wanted to determine which of five different categories of teacher instruction was most likely to result in the desired behavior on the part of the SBD students.

The results indicated that nonverbal directions are more effective when used with SBD students. Other factors found to influence compliance levels and on-task behavior in students included establishing oneself as "the boss" in one's classroom, setting and and consistently enforcing rules and limits. This study was applicable to the practicum at hand by further acknowledging that there was a positive relationship between attention to task and achievement. It further recognized the teacher as being the ultimate decision maker and facilitator of knowledge and other educational opportunities in the classroom.

A classic study in which attending was the target behavior was conducted by Fantuzzo and Clement (1981). Ten, black,

second-grade boys served in a series of single-subject studies in which one student served as a therapeutic "confederate". Of the remaining nine nontreated students, three observed the confederate reinforced by a teacher, three observed the confederate self-reinforce without having an opportunity to use "self-reinforcement" themselves, and three observed self-reinforcement while having an opportunity to use "self-reinforcement". The basic experimental design consisted of an ABAB withdrawal applied to the confederate while the nontreated students remained on baseline.

The results indicated the absence of consistent student generalization when non-treated students were exposed to a peer who was being reinforced by a teacher for his attending behavior. The overall mean amount of generalization across reinforcement phases was -14%. In contrast, the results for both self-administered reinforcement conditions increased generalization 60-85% respectively. This study directly related to this practicum in that using reinforcement strategies increased attending behaviors in students with severe behavior disorders.

An article written by Kauffman and Wong (1991) discussed the effectiveness of generic teaching skills in regards to students with behavior disorders. The authors suggested that effective

teachers of most students are characterized by certain attitudes, behaviors, and beliefs which heighten the probability of success. These characteristics may be considered generic to effective teaching. They included high demands for students' academic performance and conduct, careful design of classroom activities to maintain high rates of correct responding and low rates of off-task behaviors, frequent praise for appropriate behavior, little use of criticism or punishment, and being self-confident in helping students learn and behave appropriately. This article related to this practicum, as did the study by McIntyre and Brulle (1989), in that it established the teacher as the ultimate facilitator of learning in the classroom.

Berndt, Miller, and Perry (1988) conducted a study to analyze the effect to friend' and classmates' interactions on academic tasks. A total of 130 third graders and seventh graders were paired either with a close friend or with another classmate who was not a close friend during social studies. The students worked on two academic tasks while being observed to determine the effects of existing social relationships on interactions during cooperative learning.

The results indicate that there is no obvious disadvantage to pairing students with their friends during cooperative

academic work. Results directly correlated to this practicum in that students in the target group can be effectively paired to encourage academic achievement along with positive cooperative behaviors regardless of friendship status. As a matter of fact, the authors of this study encouraged the pairing of students with nonfriends to enhance cooperative behaviors between students.

Ruhl and Berlinghoff (1992) argued in a recent study that behaviorally disordered students are similar in characteristics, and therefore instructional needs, to other mildly handicapped students such as those with learning disabilities (LD) or mild mental retardation (MMR). With this in mind, the writer is including a study conducted by Cosden, Pearl, and Bryan (1985) which assessed the effects of cooperative and individual goal structures on learning disabled and nondisabled students. Children in grades two through eight served as the 138 subjects. Twenty-seven boys and 11 girls were classified as LD. Children in LD-NLD or NLD-NLD dyads were individually tested on a reading comprehension task after study periods which emphasized either cooperative or individual study behaviors and goal incentives.

Results indicated that there were sex differences in the impact of cooperative goal structures on attitudes, behaviors, and academic performance for homogeneous and mixed groups

of students. Girls were found in this study to be more helpful to their partners regardless of academic achievement, whereas boys did not seem to want to be bothered by a slower, less intellectual partner. This study was applicable to this practicum in that there was only one girl in the target group of eight students. It was interesting to see the dynamics of the target group in working cooperatively.

Coleman and Weber (1988) developed basic group rules to aide in modifying behavior. Group rules included staying in seat, making eye contact, not teasing others, and waiting for individual turns. The authors stated that in a group setting, the student's classmates can apply peer pressure and often be more effective than the teacher in modifying behavior. The authors further encouraged the group to be reinforced as a whole; a "sink or swim" team effort. This article helped develop strategies that were used in the implementation of this practicum.

The writer reviewed studies which dealt with the objectives to be addressed in this practicum individually. Upon further research, the writer found an array of studies which addressed combinations of the target behaviors to be discussed. One such study, conducted by Dugan, et al. (1995) analyzed the effects of cooperative learning groups during social studies for students

with autism, a behavior disorder, as it pertains to task completion and cooperation among fourth-grade peers. Two students with autism were integrated into a fourth grade social studies class by using an ABAB design incorporating cooperative grouping. Procedures included "team building," in which task completion was contingent upon cooperation.

Results indicated that cooperative learning procedures were an effective instructional procedure for students with autism and their peers during social studies sessions. Students scored two to four times more correct items on weekly quizzes during the intervention. This study directly correlated with this practicum in that it supported using cooperative learning groups to enhance social interactions among peers as well as improving academic achievement.

Gaughan and Axelrod (1989) conducted a study which dealt with behavior and achievement relationships with emotionally disturbed students. Forty emotionally disturbed (ED) and behaviorally disordered (BD) children participated in a token economy over the course of an entire academic year. The authors focused on the relationships between certain specific on-task behavior, including completing assignments, and standardized achievement.

Though the results indicated that there were minimal achievement gains and high levels of on-task behavior (84%), there was no significant relationship between on-task behaviors and measured achievement. The token economy did increase on-task behaviors significantly. The authors noted that on-task/attending behavior and achievement did not fluctuate together, but showed universal increases only when both were reinforced directly. This study related to this practicum in that it emphasized the use of reinforcement techniques to increase not only behaviors, but academic achievement respectively.

Salend, Tintle, and Balber (1988) conducted a study to analyze the effects of a student managed response-cost system on the behavior of two mainstreamed, behaviorally disordered students in fourth and sixth grade. The program implemented targeted on-task as well as academic performance. Students had tokens on their desks which were taken away by the teacher when they were noted to be off-task. Students and teachers agreed upon the reinforcement to be given at the end of each session considering how many tokens were left in possession of the student.

The results suggested that a student-managed, free-token, response-cost system is an effective strategy for changing

behavior of mainstreamed students in regular classrooms. Data revealed that when the intervention was in effect, subject A's academic performance improved. The subject attempted more assignments and completed these assignments with grater accuracy. Subject B also improved but quantitative data was not provided. This study related directly with this practicum in that it gave specific strategies to improve on-task behaviors and work completion, which were two of the three targeted behaviors to be remediated.

Salend and Washin (1988) conducted a study which utilized team-assisted individualization with handicapped adjudicated youth to target on-task and cooperative behaviors. Three classes of male handicapped adjudicated youth served as subjects in this study. The intervention was a Team-Assisted Individualization (TAI) system. Students were divided into two-to three-member teams composed of high, average, and low math achievers. Students worked on individual worksheets but assisted others in their team working independently as well. Teams would check each others' work and make corrections before the member was allowed to take the final test to complete the unit. After all members had completed their individual examinations, scores were averaged. If the team's average

exceeded 85%, the team was reinforced as a whole.

Results indicated that TAI is an effective method of increasing the on-task and cooperative behaviors in a self-contained class of handicapped adjudicated youth. Although math performance improved under the TAI condition, it was not clear that academic performance did in fact increase as a function of the intervention. The original baseline performance was so high that there was little room for improvement, causing the "ceiling effect". This study related to this practicum in that it offered strategies to directly improve on-task and cooperative behaviors for students with severe disabilities.

Salend and Sonnenschein (1989) conducted a study which directly impacted strategies to be used in this practicum. The study targeted on-task, academic, and cooperative behaviors of emotionally disturbed students. The three behaviors targeted in this study were the same targeted behaviors for this practicum.

Salend and Sonnenschein's (1989) study examined the effectiveness of a cooperative learning strategy on the on-task, academic, and cooperative behaviors of three self-contained classes of emotionally disturbed students ages 14 to 18. The intervention took place in a general science class, a biology class, and a consumer math class. Utilizing a cooperative learning

system, the teacher started each lesson by highlighting and reviewing information found in the students' textbooks. Following the introduction, the classes were divided into groups of two or three students that consisted of at least one high and one low achiever. Each group was given a group assignment by the teacher, and each group member received a copy of the assignment. The groups then worked together on the assignment, each group member offering suggestions, ideas, assistance, and clarification related to the assignment. At the end of the session, each group handed in one completed assignment, which was a composite of the contributions of each group member. The completed assignment was agreed upon by all group members and was recorded and handed in by one group member who was designated as the group's recorder. Each groups' final product was scored and graded by the teacher, each group member receiving the group grade. In addition to the group product that was handed in to the teacher, each student kept a record of the groups' answers as a study guide. Students were rotated from group to group on a daily basis throughout the intervention.

The results of implementation suggested that the cooperative learning strategy resulted in an increase in the

classes' on-task and cooperative behaviors along with academic performance. When the cooperative learning system was in effect, classes attempted more items and completed the items with a greater level of accuracy. Additionally, the positive relationship between increased on-task behavior and improved academic performance may have augmented the improvement in these two behaviors. However, maintenance effects in the cooperative behaviors of the classes were not demonstrated during the follow-up phase. According to the authors, failure to maintain cooperative behaviors may be due to the rotation of students from group to group on a daily basis.

**Planned Solution Strategy**

After carefully reviewing the various strategies available, during the 12-week implementation period, the writer adopted the following strategies. The first strategy implemented was cooperative grouping. According to Johnson and Johnson (1989), if special education students form caring, committed, and permanent relationships with peers and teachers and are part of an ongoing support group, then school is terrific and their future is bright. Cooperative learning fosters the development of academic and behavioral skills (Salend & Sonnenschein, 1989). Procedures for cooperative grouping included "team building," in

which task completion was contingent upon cooperation, and students were instructed in group process (Dugan, et al., 1995). In dealing with students which were behaviorally disordered, one cannot assume that telling them to work together is enough to get them to cooperate. These students needed to be taught how to work cooperatively.

Rockwell and Guetzloe (1996) developed a program in which students were gradually introduced to cooperative grouping. Students with behavior disorders exhibited a number of social impairments that interfered with group functioning, including the difficulty in accepting responsibility for their own behavior and the inability to establish and nurture appropriate relationships with others. According to the researchers, "Regardless of the chronological ages or intellectual abilities of the individual students in a group, the group itself will exhibit a certain 'developmental stage'. Understanding the nature of group development, being aware of the level at which a group may be functioning, and using instructional and management techniques that correspond to the developmental stage of the group itself can enable teachers to move the entire group to the highest 'stage' possible" (Rockwell & Guetzloe, 1996, p. 38).

Rockwell and Guetzloe (1996) discussed three stages of

group development. The first stage was used to establish safety and trust. The teacher's role was that of a "benevolent dictator". Rules were established and enforced consistently by the teacher at this stage. This stage was the beginning of "belonging" by incorporating teams of two into cooperative learning situations.

The second stage of group development was to develop effective communication skills. Groups moved from two students to four. Groups of three were avoided so as to avoid two students pitting forces against one. At this stage, the teacher included the group in both academic and behavioral goal-setting and planning of activities.

As students moved to Stage 3, fewer and fewer conflicts occured. Students were able to cooperatively problem solve. Stage three should incorporate the group as a whole. The authors noted that though the group may be capable of carrying out group activities with their own teacher, they may be unable to transfer these behaviors to other settings and with other people.

For the purpose of this practicum, the writer implemented the cooperative strategy above along with Salend and Sonnenschein's (1989) intervention of cooperative grouping mentioned earlier in this chapter modifying it slightly. In Salend and Sonnenschein's (1989) intervention, the cooperative groups

turned in one assignment instead of individual assignments. The writer modified this aspect of the intervention by incorporating Salend and Washin's (1988) Assignment Monitoring Strategy of having students work cooperatively while turning in individual assignments sheets. Individual scores were summed up to develop a team score which was used to administer reinforcement for team accomplishments. By incorporating the three strategies, the writer and classroom teacher taught students to work cooperatively while having individual accountability in improving all targeted behaviors. Students moved from independent learners to active team members in which success was dependent on the entire group.

A second strategy that the writer implemented was the "Student-Control of Reinforcer" procedure discussed by Cosden, Gannon, and Haring (1995). Since the students were working as a team, reinforcements were administered to the team, rather than individual, accomplishments. Each team member was able to choose a reinforcement from a teacher generated list when, as a team, they reached their predetermined goal. The student teams either "sank" or "swam" as a team.

By modifying and adapting different interventions drawn from the array of literature documented in the research portion

of this chapter, the writer developed an intervention to remedy the problems facing the target group. Mid-project corrections, which will be mentioned in the next chapter, were implemented in order to insure successful completion of this practicum due to unforseen circumstances. The intervention implemented proved to be as efficacious as the studies from which it was developed.

## CHAPTER III

## Method

### Implementation of Tasks

At the beginning of the implementation period, the teacher and support staff were trained in cooperative grouping and cooperative learning instruction. After preliminary training, the writer began implementing cooperative grouping strategies with the cooperation of the classroom teacher and support staff. During the implementation, "Student-Control of Reinforcer" (Cosden, Gannon, & Haring, 1995) was introduced to students in correlation with a group contingency system as described by Cosden, Pearl, and Bryan (1985). These strategies were explained in detail in the Research and Solution section of this practicum proposal. Utilizing a one group pre- and post-test activity research design, the writer used the Evaluation Plan, addressed in the next chapter, to evaluate success in the areas of assignment completion along with on-task and cooperative behaviors.

### Participants and Materials Used for Project

In order to implement this practicum, the writer needed the participation of the SED intermediate class (student target

group), classroom teacher, and support staff. The writer kept track of completed assignments by using a teacher made checklist (Appendix D, p. 64). The writer also used teacher made observational records to document on-task/attending and cooperative behaviors (Appendix E & F, Pp. 66 & 68). Materials based on Johnson and Johnson's (1989) cooperative learning and Rockwell and Guetzloe's (1996) group development procedures were used during the implementation of this practicum. A teacher generated list of reinforcers was also provided for the group to be used during the reinforcement strategy component of this practicum. The writer provided the teacher, support staff, and students with all the necessary materials to implement this practicum.

**Twelve Week Schedule**

The procedures for pre- and post-testing used in this practicum were accomplished during the first eight days and the last eight days of implementation. The purpose for using eight day intervals was to observe and document four Social Studies lessons and four Social Studies assignments (two or three per week). By comparing and contrasting the first four lessons during implementation to the last four lessons, the writer accurately documented any fluctuation in student performance pertaining to

the objectives outlined in this practicum.

During weeks one and two, the writer collected all baseline data to be used in this practicum. The classroom teacher and support staff were trained in the use of cooperative learning and student control of the reinforcer through a group contingency. The writer detailed implementation procedures to be utilized with the help of the classroom teacher and support staff. The writer and the classroom teacher established the group contingency component by creating a teacher generated list of reinforcers to be used at each phase of the implementation (reinforcers for teams of two, four, and the whole group) along with the number of points needed to obtain each reinforcer. Emphasis during the first two weeks was to gather baseline data, train the teacher and support staff on the implementation of this practicum, and to develop the group contingency component.

During the third week, the writer and classroom teacher introduced the target group to cooperative learning and group reinforcement. Students seemed very excited to have been "chosen" to participate in this special project that was designed to "see how well they worked together to improve their grades in Social Studies." Students were divided into teams consisting of two students; a lower achiever with a higher achiever. Teams sat

and worked together to complete Social Studies assignments. Teams also accumulated points for completing assignments, attending to the lesson, and cooperating. The maximum number of points that each individual member could earn during one lesson was 10 points. The classroom teacher distributed points at the end of each lesson. A classroom chart created by the writer to keep track of team points, "Social Studies Super Stars", was displayed in a prominent part of the classroom. Students looked forward to obtaining a reinforcement from the teacher generated list when they reached the required 100 points of this first implementation phase as a team. Reinforcements for this phase included: snacks, school supplies, lunch with the writer, helping the writer's Pre-K class for 15 minutes, and task off with teacher approval/15 minutes activity station.

During weeks four and five, cooperative grouping and group reinforcement continued as detailed previously. Meetings with the teacher and support staff were informally conducted weekly to discuss the progress of the practicum. The writer found that it was difficult to observe the target group as much as previously desired. Due to the constraints of teaching in another part of the school, the writer could only observe students a couple times a week for a limited time. Though observations were not as

frequent or lengthy as desired, fluent communication with the classroom teacher reassured the writer as to the successful implementation of the practicum.

The writer and classroom teacher decided to include week six into the first phase of the implementation instead of regrouping students into teams of four. This decision was made due to spring break which interfered with implementation for one week. The writer and teacher thought it would be too drastic of a change to move from teams of two to teams of four, go on vacation for a week, and then return to work together as teams of four for only two weeks before moving on to phase four (whole class). Phase one of implementation was modified to include weeks three through six. All of the students' teams earned their points during the first phase of implementation.

The modification made during phase one of implementation effected the compilation of weeks to be used for the next two phases of implementation. Phase two, which consisted of grouping students into teams of four, was now implemented during weeks seven through nine. The class was divided into two teams. Students continue to work cooperatively to complete assignments in Social Studies while continuing to earn points using the same procedures addressed earlier. Though the

original number of points needed to earn reinforcements during this phase was 200, the writer had to modify points due to the cancellation of Social Studies lessons throughout this period. The classroom teacher had become ill and missed a few days. Unfortunately, daily schedules were modified to suit the substitute and some Social Studies lessons were cut from the daily schedule. The total number of points needed at this phase was changed to 120. The teacher generated list of reinforcers remained the same due to the overwhelming requests of the students. Both teams earned all of their points during this phase of implementation.

During weeks 10 through 12, the students worked as a whole group. The eight target students were considered one team. Strategies continued as outlined previously. The writer noticed that though the students were working well together to complete assignments and earn points, individual students tended to assist or ask for help from their original partners from phase one and two of implementation. It seemed that though they cheered as a whole group and earned points as a whole group, when it came time to interact with each other, students chose a small number of students to communicate with. The target group earned their goal of 450 points during this phase of

implementation. During weeks 11 and 12, post teacher changes were evaluated using the Evaluation Plan addressed in the next chapter of this practicum.

**Process for Monitoring**

The writer spent 30-90 minutes a week in the target classroom making observations and providing support to the classroom teacher, support staff, and students. Formal observations were conducted to document students' attending and cooperative behaviors along with the number of assignments completed during the first and last two weeks of implementation. Throughout implementation, informal observations took place in order to make the necessary modifications. The dynamics of group development was also monitored in order to successfully prepare students for the next level of grouping. Since the writer was implementing the strategies used in this practicum in cooperation with the classroom teacher and support staff, close monitoring took place in order to maintain quality control.

## CHAPTER IV

## Results

### Evaluation

The success of this practicum was determined according to the following objectives:

After 12 weeks of participation in this practicum, six of the eight students in the target group will demonstrate an increase of at least one Social Studies assignment completed as evidenced by a teacher made checklist (Appendix D, p. 64).

During the 12 week period, six of the eight students in the target group will demonstrate an increase in attending behaviors by 20% during Social Studies as reported in the teacher made observation record (Appendix E, p. 66).

During the 12 week implementation period, six of the eight students in the target group will demonstrate and increase of 20% in cooperative behaviors during Social Studies as documented by the teacher made observation record (Appendix F, p. 68).

The procedures for pre- and post-testing used in this practicum were accomplished during the first eight days and the last eight days of implementation. The purpose for using eight

day intervals was to observe and document four Social Studies lessons and four Social Studies assignments (two or three per week). By comparing and contrasting the first four lessons during implementation to the last four lessons, the writer accurately documented any fluctuation in student performance pertaining to the objectives outlined in this practicum.

To measure the first objective, the writer worked directly with the classroom teacher to gather data concerning the first four Social Studies assignments completed (pre-test) and last four Social Studies assignments completed (post-test). "Completed assignments", as referred to in the objective, referred to assignments completed within the time frame allotted by the classroom teacher. Make-up assignments were not included in this comparison. Table 1 indicates the results of the first objective.

**Table 1**

Percentage Comparison of Assignments Given (4) and Assignments Completed

| Student # | Pre-Test | Post-Test | Difference |
|---|---|---|---|
| 1 | 2 (50%) | 4 (100%) | +2 (+50%) |
| 2 | 1 (25%) | 2 (50%) | +1 (+25%) |
| 3 | 1 (25%) | 2 (50%) | +1 (+25%) |
| 4 | 2 (50%) | 3 (75%) | +1 (+25%) |
| 5 | 2 (50%) | 4 (100%) | +2 (+50%) |

Table 1 (continued)

| Student # | Pre-Test | Post-Test | Difference |
|---|---|---|---|
| 6 | 0 (0%) | 1 (25%) | +1 (+25%) |
| 7 | 3 (75%) | 4 (100%) | +1 (+25%) |
| 8 | 1 (25%) | 2 (50%) | +1 (+25%) |
| *Average | 1.5 (37.5%) | 2.75 (68.75%) | +1.25 (+31.25) |

According to the results indicated in Table 1, all of the students showed an increase of at least one Social Studies assignment completed when comparing the pre-test to the post-test. The average completion of assignments during pre-testing was 1.5 or 37.5% of the four assignments given. Post-testing averaged 2.75 or 68.75% completion of the four assignments given. Students 1 and 5 actually exceeded the objective goal by completing two assignments rather than one. Overall, objective number one was met in that all eight students turned in at least one additional Social Studies assignment.

In a traditional classroom students are expected to complete 100% of assignments given; however, an SED setting is constantly working towards completion of this goal. Consequently, an increase of only one assignment may not seem like a difficult goal to achieve, but when a teacher is dealing with

students with severe emotional disorders, a teacher is sometimes lucky to get one assignment out of them in one week. During implementation, the classroom teacher noticed the impact that the instructional strategies had on the target group and decided to adopt the same strategies into the Science curriculum.

For the second objective, the writer used the on-task behaviors defined by Salend and Sonnenschein (1989) which were discussed in the statistics portion of Chapter One. The target group was observed in 30 minute intervals which were divided into 10 documenting minutes. Formal observations took place during four Social Studies lessons held during the first two weeks and last two weeks of implementation. The writer checked off when each student in the target group demonstrated an on-task behavior at the time of recording, which was every three minutes. This observational record allowed the writer to evaluate students individually while having an overall view of how the class was doing during the lesson as a whole. The results of pre-test and post-test observations are shown in Table 2.

**Table 2**

Classroom Observation Record of Attending Behaviors

| Student # | Pre-Test | Post-Test | Difference |
|---|---|---|---|
| 1 | 35% | 60% | +25% |

Table 2 (continued)

| Student # | Pre-Test | Post-Test | Difference |
|---|---|---|---|
| 2 | 37.5% | 67.5% | +30% |
| 3 | 27.5% | 50% | +22.5% |
| 4 | 52.5% | 77.5% | +25% |
| 5 | 60% | 87.5% | +27.5% |
| 6 | 25% | 45% | +20% |
| 7 | 45% | 82.5% | +37.5% |
| 8 | 42.5% | 65% | +22.5% |
| *Average | 40.625% | 66.875% | +26.25% |

According to the results shown on Table 2, all of the students in the target group showed an increase of at least 20% in attending behaviors. As a matter of fact, all but one (#6) had an increase greater than 20%. The average increase was 26.25% with one student (#7) actually increasing 37.5%. Therefore, the conditions of objective number two were met.

The student's dramatic improvement in attending behaviors is largely due to the reinforcement strategy implemented in this practicum. Students knew that they were earning points at all times for the target behaviors outlined previously. All that the writer or classroom teacher had to say in order to get them back on task was, "Remember that you are earning points." With a blink of an eye, even the most inattentive student would get on

task, at least momentarily. The writer found this "phenomenon" to be rather interesting considering that these children have severe emotional disorders. Other strategies that the classroom teacher had tried in the past had not worked due to the lack of interest by the students. The teacher and writer were ecstatic with the results.

The third objective consisted of observing students in 30 minute intervals during the first and last four Social Studies lessons during implementation in order to document cooperative behaviors. Behaviors, as defined by Salend and Sonnenschein (1989) in Chapter 1, were recorded as they were demonstrated by individual students. A group total was assessed after each formal observation to document group progress. Table 3 indicates the results for the third objective.

**Table 3**

Classroom Observation Record ofCooperative Behaviors Demonstrated

| Student # | Pre-Test | Post-Test | Difference |
|---|---|---|---|
| 1 | 0 | 2.25 | +225% |
| 2 | 0 | 2 | +200% |
| 3 | 0 | 2.5 | +250% |
| 4 | 1 | 2.25 | +125% |
| 5 | 1.75 | 4.75 | +300% |
| 6 | 0 | 1.25 | +125% |
| 7 | 0.5 | 2.5 | +500% |

Table 3 (continued)

| Student # | Pre-Test | Post-Test | Difference |
|---|---|---|---|
| 8 | 0 | 1.75 | +175% |
| *Average | 0.40625 | 2.40625 | +237.5% |

According to the results shown on Table 3, all of the students assessed met the objective by large margins. The reason for such a large increase of cooperative behaviors demonstrated is largely due to the fact that most students, during pre-testing conditions, demonstrated no cooperative behaviors at all. Demonstration of any cooperative behavior(s) during post-testing represented a big achievement for five of the eight students in the target group. Under the controlled conditions of this practicum, students performed well. Though results are very promising, it is difficult to presume that these SED students will generalize this skill and utilize it outside of the classroom. It is now the responsibility of the classroom teacher to continue working towards generalization with the students that will remain in her classroom next year. Nevertheless, for the purposes of this practicum, objective number three was met as stated.

Students with severe emotional disorders have difficulty

completing assignments, attending in class, and cooperating with others. The acquisition of these skills is imperative if these children are to be mainstreamed into a regular classroom. It was the purpose of this practicum to develop strategies which would help these students acquire these necessary skills. Upon obtainment of the objectives outlined in this practicum, it is the writer's belief that the students in the target group are on the road to successful generalization that will ultimately lead to a greater probability of mainstreaming.

## CHAPTER V

## Recommendations

After analyzing the results of this practicum, the writer noted that improvement was demonstrated in the areas of work completion along with attending and cooperative behaviors by all eight members of the target group. The gains made by the students were most probably due to the effectiveness of the learning strategies implemented in cooperation with the classroom teacher and support staff. Using cooperative grouping helped students not only academically, but socially as well. Students learned to interact more effectively with their peers in order to achieve a goal. Group reinforcement further motivated students to work together in order to accomplish any given task. Though severely emotionally disordered students have difficulty generalizing, it is anticipated that these habits will become somewhat internalized through repetition and continuation of this program within the classroom.

Though successful, there are adjustments that should be made when implementing this program in the classroom as a year-round project. The first change would be to increase the

amount of time spent by the students in the different phases of cooperative grouping. In order for peers to develop a stronger bond and sense of partnership, it is recommended that students spend approximately one grading period of six to nine weeks in each phase.

Another adjustment to the program would be to use it for a variety of subjects and goals. Once students learn to work together in groups of two, four, and the whole class, teachers should alternate between these units according to the goal at hand. The ultimate goal of the program should not be to work as a whole group. The goal should be for students to feel comfortable working with their peers in a variety of situations and in a variety of numbers. The classroom teacher may want students to work with a partner to complete a Math assignment while wanting the whole class to listen to a presentation in Language Arts. This program can be used to accomplish this goal.

The key to successfully implementing this program in the future is to maintain the group reinforcement strategy used. The writer noted the students' enthusiasm to earn points in order to receive a reward from the generated list. The classroom teacher was excited to see that students that normally wanted to work

alone and/or rarely participated in class were not answering questions and working with others to complete their work. The teacher told the writer during implementation that she had adopted the program into the Science program and encouraged students to work together during those lessons as well. The writer and classroom teacher will work together in the future to make the adjustments mentioned earlier in order to increase the possibility of generalization.

Copies of this practicum will be disseminated to the other teachers and support staff involved with the SED Program. A sharing session will be conducted for all interested staff. The strategies used in this practicum can be adapted for use in other classrooms and grade levels, special education classrooms and regular classrooms alike. The writer will make this practicum available to all of the teachers in the school. It is suggested that teachers use their own discretion when selecting the subject in which the strategies will be implemented. The writer will provide support for all teachers electing to implement this practicum in their own classrooms.

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# Appendixes

## Appendix A

## Needs Assessment Comparison of Assignments Given and Assignments Completed

**Needs Assessment Comparison of Assignments Given and Assignments Completed**

| Student # | Completed Assignments | Percentage |
|---|---|---|
| 1 | 5 | 50% |
| 2 | 3 | 30% |
| 3 | 3 | 30% |
| 4 | 5 | 50% |
| 5 | 6 | 60% |
| 6 | 3 | 30% |
| 7 | 6 | 60% |
| 8 | 3 | 30% |
| **Total:** | **34** | **340** |

**Average: 42.5%**

## Appendix B

## Classroom Observation Record of Attending Behaviors

## Classroom Observation Record of Attending Behaviors

| | Day #1 | Day #2 | Day #3 |
|---|---|---|---|
| Student # | % on-task | % on-task | % on-task |
| 1 | 30% | 40% | 50% |
| 2 | 40% | 30% | 40% |
| 3 | 30% | 30% | 40% |
| 4 | 60% | 50% | 60% |
| 5 | 60% | 60% | 70% |
| 6 | 30% | 30% | 30% |
| 7 | 60% | 50% | 60% |
| 8 | 40% | 40% | 40% |
| | **AVG. 43.75%** | **41.25%** | **48.75%** |

**3 DAY AVERAGE: 44.58%**

## Appendix C

## Classroom Observation Record of

## Cooperative Behaviors

## Classroom Observation Record of Cooperative Behaviors

**Description of Behaviors:**

Verbal: (B1) verbalized requests for assistance or instruction
(B2) verbalizations of friendship, concern, or congratulations
(B3) cheering

Non-Verbal: (B4) gestures of friendship, concern or congratulations (e.g., hand shaking, back patting, hugging)
(B5) gestures of assistance

### BEHAVIORS DEMONSTRATED

*Number of times demonstrated

| | Day #1 | Day #2 | Day #3 | |
|---|---|---|---|---|
| Student # | Behaviors* | Behaviors* | Behaviors* | **TOTAL** |
| 1 | 0 | 0 | 0 | **0** |
| 2 | 0 | 0 | 0 | **0** |
| 3 | 0 | 0 | 0 | **0** |
| 4 | B1(*2) | B1(*1) | B1(*1), B5(*1) | **5** |
| 5 | B1(*1), B5(*1) | B1(*1), B5(*1) | B1(*2) | **6** |
| 6 | 0 | 0 | 0 | **0** |
| 7 | 0 | B1(*1) | B1(*1) | **2** |
| 8 | 0 | B5(*1) | 0 | **1** |
| **Daily Totals** | **4** | **5** | **5** | **14** |

**Daily Average: 4.66**

# Appendix D

## Recording Instrument for Percentage Comparison of Assignments Given and Assignments Completed

## Recording Instrument for Percentage Comparison of Assignments Given and Assignments Completed

**KEY:** / Assignments given
X Student Completion of Assignments Given

**STUDENTS**

| ASSIGNMENTS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | Pre-Test |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | Post-Test |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |

| Pre-Test | | Post-Test | |
|---|---|---|---|
| Total Number of Assignments Completed | (%)Percentage of Assignments Completed | Total Number of Assignments Completed | (%)Percentage of Assignments Completed |
| STUDENT | | STUDENT | |
| 1_____ | 1_____ | 1_____ | 1_____ |
| 2_____ | 2_____ | 2_____ | 2_____ |
| 3_____ | 3_____ | 3_____ | 3_____ |
| 4_____ | 4_____ | 4_____ | 4_____ |
| 5_____ | 5_____ | 5_____ | 5_____ |
| 6_____ | 6_____ | 6_____ | 6_____ |
| 7_____ | 7_____ | 7_____ | 7_____ |
| 8_____ | 8_____ | 8_____ | 8_____ |

## Appendix E

## Classroom Observation Record of Attending Behaviors

## Classroom Observation Record of Attending Behaviors

Day: _____

Observation time: _____

Subject: _____

### OBSERVATIONAL BREAKDOWN

(by minutes)

| STUDENTS | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |

**KEY:** X Attending/On-Task

/ Not Attending/Off-Task

**Comments:** _____

_____

_____

_____

## Appendix F

## Classroom Observation Record of Cooperative Behaviors

## Classroom Observation Record of Cooperative Behaviors

Day: _____ GROUP TOTAL:_____

Observation time: _____

Subject: _____

**Description of Behaviors:**

Verbal: (B1) verbalized requests for assistance or instruction
(B2) verbalizations of friendship, concern, or congratulations
(B3) cheering

Non-Verbal: (B4) gestures of friendship, concern or congratulations (e.g., hand shaking, back patting, hugging)
(B5) gestures of assistance

**STUDENTS**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| (B1) | | | | | | | | | _____ |
| (B2) | | | | | | | | | _____ |
| (B3) | | | | | | | | | _____ |
| (B4) | | | | | | | | | _____ |
| (B5) | | | | | | | | | _____ |
| (Other) | | | | | | | | | _____ |
| TOTAL | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | |